EDUC 538

Media Literacy for Teachers

Dr. Kevin Pyatt

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Areej Alharbi

Ahlam Alamri

Learning Model Comparative Article

Introduction:

The purpose of this assignment (Learning Model Comparative article) is to learn about the different constructivist learning models and to help us to design our learning space and try to adopt these models to our learning space. Our goal is to create a learning space where students can find and quest for knowledge and information that will improve their learning experiences.

The two constructivist learning models that me and my partner chose are going to compare and contrast are: The Problem-Based learning and Inquiry teaching model.

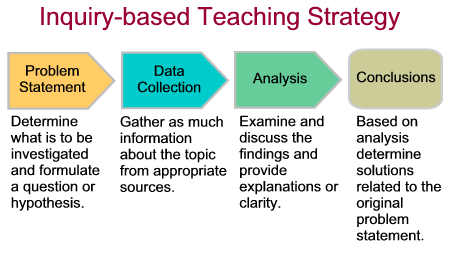
**The Problem-Based Learning:**

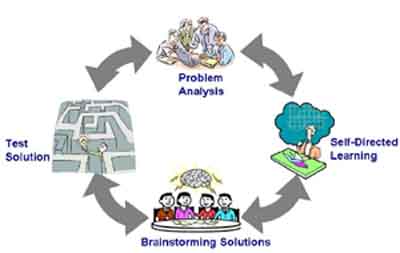
**Problem-based learning** (PBL) is a student-centered pedagogy in which students learn about a subject in the context of complex, multifaceted, and realistic problems. The goals of PBL are to help the students develop flexible knowledge, effective problem solving skills, self-directed learning, effective collaboration skills and intrinsic motivation. Working in groups, students identify what they already know, what they need to know, and how and where to access new information that may lead to resolution of the problem. The role of the instructor (known as the tutor in PBL) is that of facilitator of learning who provides appropriate [scaffolding](http://en.wikipedia.org/wiki/Scaffolding) and support of the process, modeling of the process, and monitoring the learning. The tutor must build students confidence to take on the problem, encourage the student, while also stretching their understanding.

**Inquiry- based Learning:**

Inquiry-based learning is a constructivist approach, in which students have ownership of their learning. It starts with exploration and questioning and leads to investigation into a worthy question, issue, problem or idea. It involves asking questions, gathering and analyzing information, generating solutions, making decisions, justifying conclusions and taking action. The goals of inquiry teaching arecan help develop higher-order, information literacy and critical thinking skills. They can also develop problem-solving abilities and develop skills for lifelong learning. My experience has shown this approach to engage and motivate students. Students in my classes worked co-operatively and collaboratively to solve problems and I found the depth of understanding to be greater than with other teaching approaches. The teacher's role in inquiry-based learning is one of 'Guide on the side' rather than 'Sage on the stage". The teacher scaffolds learning for students, gradually removing the scaffolding as students develop their skills. With young children or students new to inquiry it is usually necessary to use a form of [guided inquiry.](http://www.inquiringmind.co.nz/Guided_Inquiry.htm)

Both of models are focus in students' participation in group works. Students might face difficulties in finding the information, but that will help them to improve their skills and make them effective learners. Also both models based on students- centered as approach for their learning with helping from the educators. Both of models encourage students for discuss the problem and encourage their thinking skills.





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| **Model 2** | **Model 1** | **Sample comparison criteria** |
| yes | yes | **Student is actively involved** |
| yes | yes | **Environment is democratic** |
| yes | yes | **Research project** |
| yes | yes | **Class discussion** |

References:

<http://www.inquiringmind.co.nz/WhatIsInquiry.htm>

<http://en.wikipedia.org/wiki/Problem-based_learning>

<http://www.worksheetlibrary.com/teachingtips/inquiry.html>

<http://www.nebhe.org/what-is-problem-based-learning/>